DOCUMENT RESUME

ED 165 525 HE 010 744

AUTHOR Troy, Warwick G.; And Others
TITLE An Evaluation of Three Methods of Racism-Sexism Training in a University Student Orientation Program. Research Report No. 1-75.
INSTITUTION Maryland Univ., College Park. Cultural Study Center.
PUB DATE 75
NOTE 15p.
AVAILABLE FROM Counseling Center, University of Maryland, College Park, Maryland 20742 ($1.50)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *College Freshmen; Comparative Analysis; Discussion Programs; *Evaluation Criteria; Films; Higher Education; Institutional Research; Models; Program Evaluation; Questionnaires; *Racism; Research Projects; *School Orientation; *Sex Discrimination; Sex Stereotypes; Simulation; State Universities; *Student Attitudes; Teaching Methods; Workshops
IDENTIFIERS Starpower Simulation Game

ABSTRACT

Three types of workshops dealing with racism and sexism were conducted for 1900 incoming university freshmen as part of their orientation program. The methods were a structured discussion model developed by Sedlacek and Brooks (1976), a Starpower simulation workshop, and a movie discussion group. Students were randomly assigned to one of the three workshops and their responses to a post-workshop questionnaire were compared, using analysis of variance and Scheffe post hoc tests. The conclusion as to which workshop was best depended on the criterion employed: if the criterion is how good students feel about the experience, Starpower appears best and the Model the worst; if the criterion is planning to do something about racism or sexism, the Movie workshop appears best; if it is asked which workshop resulted in the most knowledge gained, the Model workshop is best. Findings highlight a classic problem in program evaluation: the tendency to view attitudes toward the experience as the criterion. Additional implications are discussed, and attitude test items, response data, and references are included. (Author/SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE010744

CULTURAL STUDY CENTER

DATA CENTER

UNIVERSITY OF MARYLAND

College Park, Maryland

ED165525

AN EVALUATION OF THREE METHODS OF RACISM-SEXISM TRAINING IN A UNIVERSITY STUDENT ORIENTATION PROGRAM

Warwick G. Troy, William E. Sedlacek & Thomas H. Chapman

Research Report # 1-75

HE010744

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Cultural Study Center
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CULTURAL STUDY CENTER
UNIVERSITY OF MARYLAND
COLLEGE PARK, MARYLAND

AN EVALUATION OF THREE METHODS OF RACISM-SEXISM TRAINING IN A UNIVERSITY STUDENT ORIENTATION PROGRAM

W.G. Troy, W.E. Sedlacek & T.H. Chapman

Research Report # 1-75

Summary

Three types of workshops dealing with racism and sexism were conducted for 1900 incoming university freshmen as part of their orientation program. The methods were a structured discussion model developed by Sedlacek and Brooks (1976), a Starpower simulation workshop, and a movie discussion group. Students were randomly assigned to one of the three workshops and their responses to a post-workshop questionnaire were compared, using analysis of variance and Scheffe' post hoc tests.

The major finding in the study was that the conclusion as to which workshop was best depended on the criterion employed. If our criterion is how good do students feel about the experience, Starpower appears best and the Model the worst. If our criterion is planning to do something about racism or sexism, the Movie workshop appears best. If, however, we ask which workshop resulted in the most knowledge gained, the Model workshop was best. This highlights what the writers feel is the classic problem in program evaluation: the tendency to view attitudes toward the experience as the criterion. Additional implications of the results are discussed.

It is generally recognized that one of the major problems facing student personnel administrators is the paucity of evaluative data for program assessment. Conclusions regarding program effectiveness tend to be based more upon intuitive judgments than upon empirical data. While the difficulties facing both evaluator and administrator are forbidding (Caro, 1971), it appears inevitable that the prevailing "climate of accountability" in higher education will see student personnel administrators turning increasingly to evaluative research for an empirical base to help guide agency decision-making.

Research on the effectiveness of programs designed to combat institutional racism and sexism is particularly lacking. This is due in part to the emotionally laden nature of the issue, and in part to the difficulties inherent in the selection of appropriate criteria to assess program effectiveness (Sedlacek, Brooks, Christensen, Harway & Merritt, 1976). Finally, if there is a dearth of formal evaluation in this area, research designed to assess the comparative efficacy of programs is non-existent.

Chapman (1974) used the Starpower[1] simulation game in introducing the topics of institutional racism and sexism to college students. Starpower is a bargaining and trading game resulting in a three-tiered society, where one group receives preferential treatment and is allowed to alter the rules of the game. Chapman used the Situational Attitude Scale (SAS- see Sedlacek and Brooks, 1972, 1976), which measures the attitudes of whites toward blacks, and the Situational Attitude Scale-Women (SAS-W- see Herman and Sedlacek, 1973), which measures attitudes toward women, as criterion measures. Chapman found that playing Starpower resulted in a significant, positive change in racist and sexist attitudes as compared to a control group that played an unrelated game.

---

[1]Available from Western Behavioral Science Institute, 1159 Silverado La Jolla, California 92037.

Chapman also found that students were more interested in activities directed against racism and sexism after the game than before it.

Hedman (1975) studied an overall evaluation of a model for eliminating racism and sexism developed by Sedlacek and Brooks (1973, 1976). The model is a six-stage one, involving information, attitude change, and activities aimed at institutional change. It will be described in more detail below. Hedman compared two versions of the model to a control group of student teachers. One version involved group discussion and the other involved the use of an edited version of an audiotape (Sedlacek, 1974) and limited discussion. Hedman found no differences among the three groups, all of whom interacted negatively with black students.

The purpose, then, of the present study was to compare three methods designed to eliminate racism and sexism during an incoming freshman university orientation program.

Method

Incoming university freshmen students were assigned to one of three racism-sexism workshops as a two-hour segment in their two-day orientation program. There were approximately 20 members of any single given group for any of the three workshops. A total of 1900 incoming students participated (803 - Model Workshop; 577 - Starpower Workshop; 520 - Movie Workshop). Differences in numbers assigned to each workshop were a function of available leaders trained to conduct each workshop, and assignment was random across the three workshops. Students were approximately 45% female, 5% black, and 3% other cultural-racial minorities. Forty-three leaders participated: 25 white, 18 black; 22 female, 21 male. The race-sex balance among leaders was approximately equal across workshops.

A. Model Workshop - Students were seated in a circle and the leader lead a discussion through the six stages in the model (Sedlacek and Brooks, 1973, 1976; Sedlacek, 1974). A brief outline of these six stages and a few key points in each follows:

I. Cultural, Racial and Sexual Differences: (a) Cultural, racial and sexual differences exist; they should be openly discussed and understood by all. (b) Differences can and should be approached and presented positively in and out of the classroom.

II. How Racism Operates: (a) Individual racism is action taken by one individual towards another which results in negative outcomes because the other person is identified with a certain group. The group may be racial, cultural, ideological, sexual, etc. (b) Institutional racism is the action taken by a social system or institution which results in negative outcomes for members of a certain group or groups. (c) The definitions of racism are behavioral in that results, not intentions, are important. Most racism is unknowing or unintentional.

III. Examining Racial Attitudes: (a) Situational Attitude Scale (SAS) results have shown consistently negative attitudes of whites toward blacks. (b) Situational Attitude Scale - Women (SAS-W) results have shown that men tend to have negative attitudes toward women in nontraditional roles.

IV. Sources of Racial Attitudes: (a) We all have racial and sexual stereotypes that determine how we feel and act toward other people. The SAS and SAS-W pointed this out. (b) Since we have defined racism and seen that our own attitudes are negative, let's assume that racism does exist and see what we can do about it.

V. Changing Behavior: What can be done? (a) Set goals - long and short-term. (b) All goals must be evaluated as to the extent of their accomplishment.

VI. Changing Behavior: How it can be done: (a) The only test of a strategy is whether it works. (b) Whites must actively assume responsibility for working on their own racism. To postpone behavior by looking to blacks for guidance is to avoid this responsibility.

Strategies to accomplish these goals were listed on a chalkboard as part of the last two steps.

B. Starpower Workshop - The leader conducted the Starpower simulation which was described in the introduction. Participants bargained, traded and interacted, both while sitting in small groups and standing. The structured discussion following the Starpower game used specific, pre-planned questions to cover topic areas related to individual and institutional racism and sexism.

C. Movie Workshop - Participants were shown one of three films[2]: "The Prejudice Game," "Bill of Rights in Action," and "Eye of the Storm." All three films dealt with various aspects of racism and sexism in our society. Upon completion of the films, the leader conducted a relatively unstructured question and answer discussion session lasting a half hour to more than an hour.

During the last ten minutes of each session of each workshop, students completed a questionnaire concerning their feelings, information they possessed, and behavioral intentions. Results were analyzed, using analysis of variance with Scheffe' post hoc tests.

---

[2] All three films obtained from Racial Awareness Training Center, Fort Meade, Maryland.

Results

Table 1 shows the means, standard deviations and results of post hoc tests for 8 Likert-type attitude items. Starpower Workshop (B) participants: enjoyed it more, they felt more knowledgable about sexism and thought the exercise was more worthwhile compared to Model Workshop (A) participants. Compared to the Movie Workshops (C), they rated Starpower (B) as: more enjoyable, producing more knowledge about racism and sexism, but they planned to do less about racism and sexism.

Subjects felt the Movie Workshop (C) compared to the Model Workshop (A) was more enjoyable, and they planned to do more about sexism.

Table 2 shows the means and standard deviations for the number of examples of racism and sexism generated from open ended items. Three judges independently rated each example listed as appropriate or inappropriate, and all three agreed on 89% of the ratings and two out of three on the other 11%. Results indicated that the Model (A) participants generated significantly more examples of racism and sexism than either of the other workshop types. There were no significant differences between the Starpower (B) and Movie (C) workshop types on examples listed.

The last two items on the questionnaire concerned what participants liked most and liked least about the workshops. As to what the participants liked most, a mutual exchange of views and an increased awareness of the issues were most often reported for all three workshops. The Starpower participants were more likely to cite social interchange than the other groups. Participants tended to report more often that the Model and Starpower workshops were too long or boring than did the Movie participants. However, the Starpower and Movie workshop participants more often reported that the format of the workshop was contrived or in-

appropriate than did the Model workshop participants.

Discussion

Perhaps the major point in the study is that the conclusions as to which workshop method was best varied according to one's criterion of success. If our criterion is how good do students feel about the experience, Starpower appears best and the Model the worst. If our criterion is planning to do something about racism or sexism, the Movie workshop appears best. If, however, we ask which workshop resulted in the most knowledge gained, the Model workshop was best. This highlights what the writers feel is the classic problem in program evaluation: the tendency to view attitudes toward the experience as the criterion. In racism-sexism training workshops, feeling positive about the experience could be viewed as a negative outcome. For instance, Sedlacek and Brooks (1976, p.3) state: "While the purpose is not to deliberately provoke others, a successful implementation of the model will probably result in shaking up the values, perceptions and ideas of many people. Change always incorporates discomfort and doubt (Toffler, 1970). In fact, one intermediate criterion for measuring the success of the model is whether people are thinking new thoughts and expressing or acting out doubts about their present behaviors."

To be fair to the three workshop types, they were not really geared to the same criteria. A movie is geared toward visual information and entertainment. We could not expect too much more. Starpower required lots of participant interaction and has as its main purpose raising the issues of institutional racism and sexism. The Model is more comprehensive and expects to move people from information to action.

There is some evidence to suggest that one cannot expect any change in racism in a short, two-hour session. Amir (1969), Sedlacek (1974), and

Sedlacek and Brooks (1973, 1976) have emphasized the necessity for interracial contact to be intimate and sustained if positive results are anticipated. "Shorter periods of less intimate interracial contact, such as an occasional meeting in the classroom, a talk with a professor, a discussion on human relations are likely to cause the initially hostile to remain hostile, and the friendly to remain friendly." (Brooks, Sedlacek and Mindus, 1973, p. 109, underlining added).

Thus the critical question is: What are the long-term effects of the racism-sexism workshop? Indeed, this is the critical question of evaluation in any area. Plans are underway to re-evaluate the attitudes and actions of participants at a later time. However, despite the problems of a short exposure, the participants were able to articulate some problems relating to minorities and women, particularly in the Model workshop. Thus, with realistic expectations for a two-hour workshop, there is some evidence that it can be of value.

Table 1.

Means*, Standard Deviations and Results of Analysis of Variance by Type of Workshop for Attitude Items

ITEM	TYPE OF WORKSHOP: MODEL (A) Mean	MODEL (A) S.D.	STARPOWER (B) Mean	STARPOWER (B) S.D.	MOVIE (C) Mean	MOVIE (C) S.D.	Scheffe' post hoc comparisons significant at .01
1. I enjoyed participating in the Human Relations workshop.	2.16	.91	1.81	.76	1.96	.82	A vs. B, A vs. C, B vs. C
2. I feel more knowledgeable about racism and the problems that minority groups (such as blacks) have in our society.	2.56	.96	2.49	.96	2.72	1.01	B vs. C
3. I feel more knowledgeable about sexism and the problems that women have in our society.	2.93	.95	2.65	.93	2.89	.98	A vs. B, B vs. C
4. I am interested in finding out more about racism.	2.36	.88	2.40	.88	2.38	.92	none
5. I am interested in finding out more about sexism.	2.36	.88	2.33	.84	2.33	.93	none
6. I plan to do something positive to help eliminate racism.	2.27	.81	2.38	.80	2.16	.80	B vs. C
7. I plan to do something positive to help eliminate sexism.	2.37	.86	2.37	.80	2.20	.85	A vs. C, B vs. C
8. I think the Human Relations Workshop was worthwhile and valuable to me.	2.24	.95	1.99	.86	2.13	.95	A vs. B

* 1 = strongly agree; 5 = strongly disagree

Table 2.

Means , Standard Deviations and Results of Analysis of Variance by Type of Workshop for Listing Examples of Racism and Sexism

ITEM	TYPE OF WORKSHOP						Scheffe post hoc comparisons significant at .01
	MODEL (A)		STARPOWER (B)		MOVIE (C)		
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
9. List examples of how racism hurts minority group members.	3.81	2.18	3.13	2.10	3.14	1.68	A vs. B, A vs. C
10. List examples of how sexism hurts women.	3.32	2.47	3.07	2.24	3.02	1.99	A vs. B, A vs. C

References

Amir, Y. Contact hypothesis in ethnic relations. *Psychological Bulletin*, 1969, 71, 319-342.

Brooks, G.C., Jr., Sedlacek, W.E. & Mindus, L.A. Interracial contact and attitudes among university students. *Journal of Non-White Concerns in Personnel and Guidance*, 1973, 1, 102-110.

Caro, F.G. Issues in the evaluation of social programs. *Review of Educational Research*, 1971, 41, 87-114.

Chapman, T.H. Simulation game effects on attitudes regarding racism and sexism. Unpublished doctoral dissertation. University of Maryland, College Park, 1974.

Hedman, A.R. The effect of a selected racism training program on the verbal behavior of white teachers. Unpublished doctoral dissertation, University of Maryland, College Park, 1975.

Herman, M.H. and Sedlacek, W.E. Sexist attitudes among male students. *Journal of College Student Personnel*, 1973a, 14, 544-548.

Sedlacek, W.E. *Racism in society: A behavioral model for change.* Leonia, New Jersey: Sigma Information, Inc., Behavioral Sciences Tape Library # 82220, 1974.

Sedlacek, W.E. and Brooks, G.C., Jr. Measuring racial attitudes in a situational context. *Psychological Reports*, 1970, 27, 971-980.

Sedlacek, W.E. and Brooks, G.C., Jr. *Situational Attitude Scale (SAS) Manual.* Chicago: Natresources, Inc., 1972.

Sedlacek, W.E. and Brooks, G.C., Jr. Racism in the public schools: A model for change. *Journal of Non-White Concerns in Personnel and Guidance*, 1973, 1, 133-143.

Sedlacek, W.E. and Brooks, G.C., Jr. *Racism in American Education: A model for change.* Chicago: Nelson Hall, 1976.

Sedlacek, W.E., Brooks, G.C., Jr., Christensen, K.C., Harway Herman, M., & Merritt, M.S. Racism and sexism: A comparison and contrast. *Journal of the National Association of Women Deans, Administrators and Counselors*, 1976 (in press).

Toffler, A. *Future Shock.* New York: Bantam Books, 1970.